

**THE EFFECT OF MOZART MUSIC IN REDUCING ANXIETY OF  
ENGLISH SPEAKING IN PUBLIC**  
*Efek Dari Musik Mozart Dalam Mereduksi Kecemasan Berbicara Bahasa  
Inggris Di Depan Umum*

**Dzur Rif'ah Mahmudah**

English Education Department, Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar  
drm\_engpsy05@yahoo.com

**ABSTRACT**

*The study used an experimental method namely a quasy-experimental design. The population of the study was consist of 260 subject from ten classes. The sampel one was purposive sampling. The researcher collected data by using four instrument, they are questionnaire, observation, and scale of behavior. The result showed that Mozart gave effect in reducing subjects' anxiety of English speaking in public. It was proved by the total subjects is 8 students for very high anxiety and 7 students for very low anxiety before given treatmen; while after given treatmen, there are only 4 subjects for very high anxiety and 10 subjects for very low anxiety (look at the table 7 and 9). In other hand, the data support by Paired Sample Correlation table showed that score between pretest and posttest by 32 responden = 0,874; the significance or  $p$  was 0,000. The norm said that if the significance showed under 0, 05 ( $p < 0, 05$ ), it means that  $H_1$  is accepted and  $H_0$  is refused. So, conclusion for the research is Mozart Effect can reduce the students' anxiety of English speaking in public. The findings of the research were significant because  $p < 0, 05$ .*

**Keywords:** *Effect, Mozart, Music, Anxiety, Speaking*

*Penelitian ini menggunakan metode eksperimen yaitu desain kuasi-eksperimental. Populasi dari penelitian ini adalah terdiri dari 260 subjek dari sepuluh kelas. Sampelnya adalah purposive sampling. Peneliti mengumpulkan data dengan menggunakan empat instrumen, antara lain; kuesioner, observasi, dan skala perilaku. Hasil penelitian menunjukkan bahwa Mozart memberi efek dalam mengurangi kecemasan dari subjek berbicara bahasa Inggris di depan umum. Hal itu dibuktikan dengan total subyek adalah 8 siswa untuk kecemasan yang sangat tinggi dan 7 siswa untuk kecemasan yang sangat rendah sebelum perlakuan diberikan; sementara setelah diberikan perlakuan, hanya ada 4 mata pelajaran untuk kecemasan yang sangat tinggi dan 10 mata pelajaran untuk kecemasan yang sangat rendah. Di sisi lain, dukungan data dengan Paired Sample tabel korelasi menunjukkan bahwa skor antara pretest dan posttest oleh 32 responden = 0874; signifikansi  $p$  adalah 0,000. Norma mengatakan bahwa jika signifikansi menunjukkan di bawah 0, 05 ( $p < 0, 05$ ), itu berarti bahwa  $H_1$  diterima dan  $H_0$  ditolak. Jadi, kesimpulan untuk penelitian ini adalah Efek Mozart dapat mengurangi kecemasan siswa berbahasa Inggris di depan umum. Temuan penelitian ini adalah penting karena  $p < 0, 05$ .*

**Kata Kunci:** *Pengaruh, Mozart, Musik, Kecemasan, Berbicara*

Speaking is one of the most important elements to show that learners' mastery English because it is a process of conveying emotion, thought, and ideas. The students also speak to develop their language skill to prove their understanding about the matter of a subject from their lecturers. When the students speak, they do not only communicate or express themselves verbally as the sound, structure, or meaning, but also show their performance. The reality shows that in speaking,



expressing the students' performance, they are mostly inhibited by some obstacles emotionally, such as: (1) the students are anxious and nervous to convey their ideas and thoughts, (2) the students do not have comfortable interaction process to communicate with other people, and (3) the students do not want to be evaluated their presentation by the audience. Besides that, the reality supported by the data based on vote of pollit institution about the students comfortableness of speaking in front of an audience showed that 52% very uncomfortable, 28% slightly comfortable, 10 % comfortable, and 9% very comfortable of speaking in public.

Frey (1999) says that public speaking or talking in front of others, consistently counts as one of the foremost fears of individuals. It is no wonder, then, that a significant number of people tend to avoid situations where they are expected to speak, communicate, or perform in front of others. Students, for example, may struggled through, or seek to avoided altogether, a required public speaking course; individuals may choose a job or career of limited potential; business professionals or workers may be passed up for, or even refuse outright, a promotion because of their fears surrounding speaking in front of others. Clearly, speech anxiety posed a real problem in many people's lives.

Christanday (IQEQ, 2004) says that music is very important for human life. There are three main points of music. Those are beat, rithm, and harmony. Beat influences the body process, and rithm and harmony also affect the soul. Thus, it can be said that balance of beat, rithm, and harmony in music has good effect in human health. Generally, the balance of them often used in relaxation and medicine process.

The writer used Mozat music as one of the research variable because Mozart music is different with other kinds of music. Mozart does not make texture of stun music like Bach, does not raise emotion like Beethoven, is not like Gregorian song, and does not make the body shake like rock (Campbell, 2001).

Based on the explanation above, the writer decided to try examining more about it under the question "Does Mozart music reduce the students' anxiety of English speaking in public?"



## LITERATURE REVIEW

According to Philips (2008) the difference of speaking anxiety dan communication apprehension. If the student is afraid to give a speaking in front of the class, it means that he/she has speaking anxiety. While, if the student get terrified to speak with another people directly, it means that he/she has communication apprehension. Desberg (2008) defines speech anxiety as stage fright. Stage fright is defines stage fight as a human predict that something bad is going to happen to him/her as the perform. Speech anxiety is the fear one experiences when giving a speech in front of an audience. Other terms used by communication researchers to describe this fear include stage fright, reticence, nervousness, and communication apprehension (Thomas, 2008).

Based on above definition, the writer conclude that anxiety of speaking in public is a human Anxiety of speaking in public because of there is think negative in human self so he reduce his participation in communication.

Gaundry and Spielberger (Aryuni, 2007) say that the people anxiety in speaking can be seen based on some aspects: verbal report, pshysiological indication, general behavior, cognitive nervousness, behavioral nervousness.

Campbell defined *the Mozart Effect is an inclusive term signifying the transformational powers of music in health, education, and well-being. It represents the general use of music to reduce stress, depression, or anxiety; induce relaxation or sleep; activate the body; and improve memory or awareness. Innovative and experimental uses of music and sound can improve listening disorders, dyslexia, attention deficit disorder, autism, and other mental and physical disorders and injuries* (Qauliyah 2006).

Campbell (2001) stated that music has rithm stimuli where it is caught directly by sense of hearing then will be accepted by neuro body system and bland of brain. Tomatis (Campbell, 2001) said that the composition of Mozart music is different with other music composition. Mozart music has a therapy power and can cure the pain. Besides that, Mozat music also has proved can give comfort to people who listen it (IQEQ, 2004). Based on the result of the research by a doctor from French. The research has done for 30 years by 100.000 subject. The subjects are



heard many kinds of music then they are asked to determine which music can reduce their anxiety. The result showed that Mozart music was comfortableness.

## RESEARCH METHODOLOGY

### *Design*

This research design was applied by using experimental design with one group pretest and post test design. Comparing pre-test and post-test scores determines success of the treatments. It was presented as follows:

$$E = O_1 \longrightarrow X_1 \longrightarrow O_2$$

### *Variable*

This research consisted of two variables:

1. Independent variable: Mozart Music

Mozart music has rhythm quality same with human brain. Mozart was assumed can reduce the people anxiety in speaking. The kinds of music use the comfort category by the title Piano Sonata in A, Piano Sonata in C Major, Symphony No.40 in G Minor, and Eine Kleine Natchtmusic.

2. Dependent variable: Speaking Anxiety in Public. The students feel anxiety to the public situation where they were asked to speak in front of many people. The anxiety arised because of the students improve negative thingking for the situation.

The population of the research was the fifth level students of English Departmen in Universitas Muhammadiyah Makassar who were still active follow the lecture. The subjects were the students who have been identifiacted as the auditorial lerners type. In this research, the writer used random sampling technique where the samples were taken 32 students for this research. All of them were experimental group.

### *Instrument*

1. Observation

The subjects' behavior were observed based on the indicators of anxiety speaking and could be seen directly by observer. The indicators of anxiety speaking were used based on Gaudry and Spielberg argument.



## 2. Interview

Interview was used to take more information about the subject's anxiety in speaking when they were in presentation room and also their feeling when they were studying by listening the music.

## 3. Questionnaire

### a. Anxiety of Speaking in Public Scale (Pretest)

This scale was 40 items by favorable and unfavorable statement. This scale was used to measured the level of anxiety speaking and organized based on some aspect, those were: verbal report, physiological indication, and general behavior.

### b. Anxiety of Speaking in Public Scale (Posttest)

This scale was 40 items by favorable and unfavorable statement. This scale was used to measured the level of anxiety speaking and organized based on some aspect, those were: verbal report, physiological indication, and general behavior.

## **Data Collection**

### 1. Giving the students pretest

Pretest was given to the students before they got treatment. It was intended to found out the basic knowledge of the students.

### 2. Giving the students material

- a. For experimental group (Mozart music), the students were listened Mozart music while learned the subject matter. The subjects were given 15 minutes to learn it.
- b. For control group (without music), the students learned the subject matter without given music Mozart. The subjects were given 15 minutes to learn it.
- c. Subjects were asked to present what they have learned, after subject learned the material for 15 minutes. In this step, subjects were given 10 minutes and were observed their action when presentation.



3. Giving the students posttest. Subject were asked to fill in the scale again after presenting the material. This scale were used to found out the level of subject anxiety when they present.
4. Interview.

### ***Data Analysis***

The data were analyzed by using technique of correlation test with computer program is named SPSS 14.0, for windows. Before the data were analized, the respon of the questionnaire have to be scored. One of the respon form that was usually used is five-choice form. This form was some answer to the item by statement form. In this research, the writer used form SD = Strong Disagree, D= Disagree, N = Neutral, A = Agree, SA = Strong Agree.

In scoring, the positif respons toward favorable item were scored higher than negative respon; while for unfavorable item, the positive respons will be scored slower than negative respons. The score was given from 0 – 4 respectively SD, D, N, A, SA for favorable item and from 4 – 0 respectively SD, D, N, A, SA. This research used ordinal chategotization to classify the responden in different group according to the continuum.

## **RESULT**

### ***Observation***

Observation is done when presentation process held. The subjects' behavior are observed based on the indicators of anxiety speaking and can be seen directly by observer. Generally, subjects present their material by using combain language English and Indonesian in presentation process.

Based on the observation list, the subject's behavior can be classified as follow:

- a. Stiff 10 subjects, the speech is more and more fast 11 subjects, the movements are purposeless 16 subjects, unorganize talking 21 subjects, nervous 20 subjects, uncontrol words 23 subjects, forget the material 18 subjects, repeat the word or statements 19 subjects, to walk round 14 subjects, missing of word 15 subjects, sweating 6 subjects, unclear voice 15 subjects, the face become red 4 subjects.



### Interview

The researcher interview 3 subjects. They are the subject who is not talk anything when presetation, the subject who is talk fastly, and the subject who is combine the language.

### Questionnaire

Table 1. Data of Questionnaire

		Before	After
N	Valid	32	32
	Missing	0	0
Mean		58,00	60,00
Median		59,50	57,50
Mode		61	49(a)
Std. Deviation		16,026	18,748
Minimum		29	24
Maximum		84	103
Sum		1856	1920

The data shows that the total respondent of this research both before and after giving treatment are 32, pretest mean is 58,00 and posttest mean is 60,00; standar deviation of pretest is 16,026 and posttest is 18,748. Score minimum of respondent for pretest is 29 and posttest is 24 while score maximum of respondent for pretest is 84 and posttest is 103.

#### a. Anxiety of Speaking in Public Scale (Pretest)

The result shows that there are 8 (25%) subjects have very high anxiety in chategorization, 4 (12,5%) subjects have high and low anxiety, 9 (28,125%) subjects in sufficient anxiety, and there are 7 (21,875%) subjects have very low anxiety.

#### b. Anxiety of Speaking in Public Scale (Posttest)

The comparison of the result shows that anxiey of subjects in speaking between pretest and posttest had reduced. The total subjects who had anxiety very high before treatment were 8 respondents (25%) had been reduced until just 4 respondent (12,5%) after treatment; and the total subjects who had anxiety low before treatment were just 4 respondent (12,5%) had been increased until 10 respondent (31,25%) after treatment.



Table 2. Result of Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest &	3	,874	,000
	posttest	2		

The above table shows that correlation score between pretest and posttest by 32 respondent = 0,874; the significance or p was 0,000. The norm said that if the significance showed under 0, 05 ( $p < 0, 05$ ), it means that  $H_1$  is accepted and  $H_0$  is refused. So, conclusion for the research is Mozart Effect can reduce the students' anxiety of English speaking in public.

## DISCUSSION

Based on the findings showed that there is positif effect of Mozart in reducing anxiety of speaking in public. This findings proved the theory that Mozart music can more give comfortableness (IQEQ, 2004). This proof is supported by the result of interview process by some respondent. Generally, some of them said that they felt enjoy this research. In the study room they were listen the music while learned the material; and in presentation room, although they felt anxiety and shy because they had to spoke in front of their senior and junior but finally they can controlled by rised the think that this was only games. By this research, the researcher found another factor about how to reduce the anxiety of English speaking in public, it was think positive.

## CONCLUSION

Based on the result of this research, the researcher conclude that Mozart Effect can reduce the students' anxiety of English speaking in public. This result is supported by the result of the research by Alfred Tomatis, a doctor from French, in Listening Centers 30 years by 100.000 subjects who had vocal disturbance showed that Mozart music comfortable to listeners whatever the listeners' feeling and possible to the listeners communicated well (Tomatis, 2008).

## BIBLIOGRAPHY

Aryuni, A.U. 2007. *Efek Musik Karya Mozart Terhadap Penurunan Kecemasan Berbicara di Muka Umum*. Makassar: Fakultas Psikologi Universitas Negeri Makassar.





- Campbell, D. 2001. *Efek Mozart: Memanfaatkan Kekuatan Musik untuk Mempertajam Pikiran, Meningkatkan Kreativitas, dan Menyehatkan Tubuh*. Jakarta: PT. Raja Grafindo Persada.
- Frey. 1999. *Dealing with Communication Anxiety and Public Speaking*. Retrieved from [http://www.roch.edu/dept/spchcom/anxiety\\_handout.htm](http://www.roch.edu/dept/spchcom/anxiety_handout.htm), on September, 4<sup>th</sup> 2008.
- IQEQ. 2004. *Pengaruh musik pada anak*. Retrieved from <http://72.14.235.104/search?q=cache:9tVPxZmIzBMJ:community.siutao.com/showthread.php%3Ft%3D1375+pengaruh+musik+pada+anak&hl=id&ct=clnk&cd=5&gl=id&client=firefox-a>, on September, 8<sup>th</sup> 2008.
- Thomas, C. 2008. *Supplemental Chapter for Confidence in Public Speaking, Seventh Edition*. New York: Ohio University
- Tomatis, A. 2008. *Mau Cerdas, Dengar Musik*. Retrieved from <http://www.glorianet.org/arsip/b4304.html>, on 4<sup>th</sup> September 2008.

